

## **GUIDE TO INTRODUCING THE DELAWARE K-12 MATHEMATICS FRAMEWORK TO STAKEHOLDERS**

The purpose of this document is to guide school systems on how to introduce the Delaware K-12 Mathematics Framework to all stakeholders, including other school system staff, school leaders, teaching staff, families, and their broader communities. It is not intended to provide guidance on creating effective and equitable math systems using the framework. Additional support on implementing the framework will be provided later and through multiple venues and formats.

### **STEP 1: BRIEF SCHOOL SYSTEM STAFF**

The Superintendent or Chief Academic Officer and Math Supervisor/Specialists (or equivalent) hold a meeting with all school system staff who impact mathematics instruction to brief them and solicit their feedback on the following:

- The framework using the [briefing deck](#)
- High-level plan for introducing the framework in schools
- Roles and responsibilities for school system and school leaders, including content experts, in rolling out the framework, including identifying a school system framework lead
- Timeline for briefing school staff, families, and the broader community on the framework
- The timeline and expectations for executing the core actions for each component in the framework

### **STEP 2: BRIEF SCHOOL LEADERSHIP STAFF**

Designated school system staff meet with school leaders, including content leaders and math coaches, to brief them and solicit their feedback on the following:

- The framework using the [briefing deck](#)
- High-level plan for introducing the framework in schools
- Roles and responsibilities for school leadership, including content leaders and math coaches, in rolling out the framework in their schools, including having each principal designate a framework lead at each school
- Timeline and expectations for briefing teachers and families on the framework
- Timeline and expectations for executing core actions in the framework to achieve the system's mathematics vision.

### STEP 3: BRIEF SCHOOL STAFF

The school leader and framework lead, supported by designated school system staff, holds a meeting with all staff responsible for delivering or supporting mathematics instruction to brief them on the following:

- The framework using the [briefing deck](#)
- The school plans to roll out the framework and use it to achieve the school system's mathematics vision.
- Staff roles and responsibilities in executing the core actions in the framework
- Timeline and expectations for briefing families on the framework.

### STEP 4: BRIEF FAMILIES AND THE COMMUNITY

School system and school framework leads meet to

- Determine how best to engage families and community members in achieving the school system's mathematics vision.
- Identify the timeline for briefing families and the community on the framework and the school system's plan for using it to achieve its mathematics vision.
- Identify and schedule the meetings or events to brief families and community groups.

The steps outlined above are only step one of implementing the Delaware K-12 Mathematics Framework. Creating a plan for designing an equitable and effective mathematics system in your school system should be a collaborative process led by a team comprised of all levels of leadership, including content and instruction experts, to engage all staff members who impact mathematics instruction.

As a next step, the DDOE suggests that school and school system leaders, including content specialists and math coaches, [begin by answering the planning considerations included within each component of the framework](#) to identify areas of strength and places where systems, structures, and policies need to be amended, removed, or created to achieve the core actions for that component.

Additionally, as decisions that impact mathematics instruction are considered at both the school system and school level, the DDOE encourages school and school system leaders to refer to the framework for guidance.

### CONTACT US

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